Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 3:06 DOCUMENT CONTROL CENTER
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Premont ISD	125905		
Vendor ID #	ESC Region #		
	2		

Mailing address		City	State	ZIP Code
439 S W 4th		Premont	TX	78375

Primary Contact

First name	M.I.	Last name	Title
Steve		VanMatre	Superintendent
Telephone #	Email address		FAX #
361 348 3915	svanmatre@premontisd.org		361 348 2882

Secondary Contact

First name	M.I.	Last name	Title
Donita		Powell	Techonology Director
Telephone #	Email address		FAX #
361 348 3915	dpowell@premontisd.ort		361 348 2882

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Steve		VanMatre	Superintendent
Telephone #	Email address		FAX #
361 348 3915	svanmatre@premontisd.org		361 348 2882
Signature (blue ink preferred)		Date signed	
[signature]		2.5.18	

Only the legally responsible party may sign this application.

701-18-103-127

Schedule #1—General Information	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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2018–2019 Technology Lending

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Premont ISD anticipates serving Premont Early Academy (grades HeadStart-fifth grade) with these potential technology lending funds. This initiative at Premont Early Academy will align to the Texas Education Agency initiative "*Start Smart Texas* which is a parent-focused initative designed to work with families, community leader and schools to promote the role of parents in making anytime a learning time" (Texas Education Agency).

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Premont Early College Academy (grades HeadStart, PK3 through fifth grade) is an Improvement Required campus for 2017. The campus has thus been IR two out of three previous years 2015-2017 although fortunately when the district was faced with pending closure by the Texas Education Agency, the district Met Standard now the past two years and remained open. The student population is composed of a Hispanic student population of over 98% with an economically disadvantaged population of 88.8%. This diverse population creates increasing challenges as STAAR standards move towards increasing rigor. This Technology Lending application will target the elementary campus for lending devices, including 60 netbooks/ipads, and 39 residential and mobile internet access devices. Providing internet access for students will exponentially increase internet access through multi-user MIFI devices. The goal of providing home internet access is to increase student learning time. Extended learning time is crucial for children from low socio-economic backgrounds who have the most to gain from extended learning time in any of its forms (EconNorthwest, 2008). This campus has not previously been able to provide residential internet access for students so this funding would positively impact efforts at improved student achievement. **Subject Area/Grade Level Using Digital Content:** The district has adopted digital content for elementary including: istation, Learning A-Z, etc. All of this digital content can be accessed both on and off campus. Thus students with lending devices and MIFI can take advantage of learning anytime.

Prioritization of Campuses most in need of Lending Technology: While Premont ISD has managed to remain open narrowly avoiding closure in the 2015-2016 school year, student achievement is struggling particular at the Premont Early College Academy.

Equitable Access to Lending Technology and Internet Access including ECODIS and SPED pops: Students in targeted grades in this application (including special populations of students) will be loaned 60 netbooks/ipads and 39 MIFI internet access devices per district policy as described in the district technology plan and acceptable use policy and that process will be honed as needed during the implementation of the project. While this application does not fund enough netbooks/ipads or MIFI devices for 100% of all students on the two targeted campuses, equitable checkout of these devices will be implemented and honed during the grant award period as needed. MIFI devices are the internet solution of choice in this application due to the multiple internet access capabilities available with each MIFI thus through an electronic tracking system siblings at two campuses living in one household could be served by one MIFI device.Campus personnel will ensure that the most needy of students have access to the lending devicies and will maximize distribution of those devices to ensure that there is not a duplication of the distribution of devices in serving siblings in the same family.

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How this Lending Facilitates Accomplishment of Objectives of District Tech Plan: Providing access to netbooks/ipadsand internet facilitates the mission and vision of the district technology plan which in summary targets "integrating learning skills and 21st century tools so that Premont ISD students are College and Career ready." Moreover, with regard to acceptable use policies as defined in that document and the district technology plan, consideration given to controlling internet content accessed by the internet devices, all school equipment logging into the internet through the MIFI devices will be redirected through district content filter. In addition to the district content filter, there will be a requirement that parents and students sign an acceptable use policy agreement for internet access on any residential technology that may be used to access internet through these devices.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 125905	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$22,720	$	$22,720
Schedule #9	Supplies and Materials (6300)	6300	$6,000	$	$6,000
Schedule #10	Other Operating Costs (6400)	6400	$0	$	$0
Schedule #11	Capital Outlay (6600)	6600	$19,500	$	$19,500
Total direct costs:			$48,220	$	$48,220
Percentage% indirect costs (see note):			N/A	$	$1,780
Grand total of budgeted costs (add all entries in each column):			**$50,000**	$	**$50,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 125905	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	MIFI mobile internet devices ($39 each x 16 months x 30 devices)	$22,720
2	Warranty for netbooks/ipads *example bid recommended	$2,000
3	Insurance for netbooks/ipads *example bid recommended	$2,000
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$22,720

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 125905	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$6000
	Grand total:	**$6000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 125905	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	Grand total:	**$0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 125905			Amendment number (for amendments only):	
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
66XX—Computing Devices, capitalized				
1	Netbooks/ipads	60	$325	$19,500
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$19,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	270	88.8%	PEIMS Fall 2017 Submission
Limited English proficient (LEP)	17	5.6%	PEIMS Fall 2017 Submission
Disciplinary placements	14	4.7%	PEIMS Fall 2017 Submission
Attendance rate	NA	92.3%	PEIMS Fall 2017 Submission
Annual dropout rate (Gr 9-12)	NA	NA%	Elementary campus; no dropout rate provided in TAPR

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

														Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
77	28	41	33	32	40	48								299

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Schedule #13—Needs Assessment

County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Comprehensive Needs Assessment has been conducted annually by EdPoint Associates since 2015 as part of the TAMUK Alliance partnership. The goal of the CNA was to provide the district with data regarding identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards (EdPoint Assoc.). Quantitative and qualitative indicators were examined. Quantitative indicators were: Student Achievement Data, Demographic Data, Effective School Staff Satisfaction Survey Data, and Effective Schools Parent Satisfaction Survey Data. Qualitative indicators were: Curriculum, Instruction, and Assessment; Staff Quality; School Culture and Physical Environment; Family and Community Involvement; and Instructional Leadership. "The CNA process was conducted by a review team that examined district protocols, activities, and processes from multiple angles, gathering a wide range of data based on the five indicators. Data sources were collected, analyzed, and coalesced to provide focus and clarity about the factors that affect the areas of review within the district structures" (EdPoint, Assoc.). Face to face interviews were conducted to gather more in-depth qualitative data regarding attitudes, perceptions, and actions about the five indicators. Stakeholders interviewed included: District and Campus Administrators, Central Office Support Staff, School Counselors, Teachers, and Students. A Document Review including STAAR performance results, student demographics, and annual dropout results, etc. were analyzed. Results of this needs assessment included these key concerns from the larger list of recommendations: 1. Improve and enhance teacher quality; 2. monitor daily alignment of instructional delivery for rigor of the curriculum/standard, 3. provide content area training, 4. to implement an effective benchmark system, 5. frequent classroom walk-through and effective and immediate feedback, 6. utilize data to inform instruction and intervention efforts, 7. provide a true RTI program, 8. implement a phonics program to support reading instruction in K-3 as well as enhance the reading program overall, 9. strengthen counseling programs, and, 10. enhance parental involvement. By addressing these needs, Premont ISD is a district that Met Standard in 2015-2016 and 2016-2017 narrowly escaping the decision from the Texas Education Agency to close its doors forever. Infusion of funds from three grants to address the needs of the campus through the partnership with Texas A&M University – Kingsville has supported the turnaround efforts. In two years, the district has now moved from a district near closure to one with a college- going culture P-12 with name changes to both campuses reflecting that cultural shift. However, the need to replace technology that will soon be obsolete from some of this early grant funding along with the collegiate focus of the district will be complimented by this potential technology lending funding that could provide internet access to student homes that do not have internet access in this remote and rural district as well as take-home technology for students and technology(including internet access) for students to utilize to and from home and while traveling on the bus. Technology lending devices would be targeted to grades Head Start through fifth grade.

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	Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 125905		Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Access to Internet: Provide students in grades P-5 with residential and mobile internet access	1. Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district 2. Purchase budgeted number of mobile internet devices
2.	Access to Technology: Provide students in grades P-5 with access to individual tablet-type devices on an equitable basis	1. Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district 2. Purchase budgeted number of mobile internet devices 3. Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.
3.	Student Achievement: Raise student achievement in all content areas in grades P-5	1. Provide internet access as described in this application 2. Provide equitable access to tablet-type devices 3. Monitor student achievement through various evaluation methods as described in this application and adjust as needed based on data collected.
4.	Twenty-first Century Skills: Increased proficiency in 21st century skills and technology in order to prepare studens or increasingly complex work environments.	1. Techology proficiency assessments at regular intervals throughout the grant period as well as training an monitoring of students, teachers and parents will ensure that students have increased technological proficiency meeting the needs of 21st century learners and the state mandate for technology proficiency.
5.	Equitable Distribution: Checkout and Inventory	1. Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed. 2. Campus will follow inventory procedure to ensure that the devices are accounted for an maintained to maximize the tech lending initiative.

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Schedule #14—Management Plan

County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Disrict Oversight	Steve VanMatre, Superintendent, will have district oversight of this initiative. Mr. VanMatre has held his current position at Premont ISD for one year with many positive initiatives supporting the turnaround in that period. Mr. VanMatre is a known school reform superintendent in Region 2.
2.	Technology Coordinator	Technology coordinator for Premont ISD will be the ISD point of contact for this project. Ms. Donita Powell is the long time technology coordinator committed to maximizing the use of Premont resources.
3.	Federal Programs	Marisa Chapa, Asst. Superintendent, will have oversight of this initiative. Dr. Chapa also has oversight of all PISD state and federal grants.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide students in grades P-5 with residential internet access 24/7	1.	Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district	05/31/2018	08/31/2019
		2.	Purchase budgeted number of mobile internet devices	05/31/2018	08/31/2019
		3.	Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.	05/31/2018	08/31/2019
2.	Provide students in grades P-5 with access to individual devices such as netbooks/ipads on an equitable basis	1.	Use demographic student data to equitably distribute technology including sibling data as well as concentration of student residences in district	05/31/2018	08/31/2019
		2.	Purchase budgeted number of technology devices	05/31/2018	08/31/2019
		3.	Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.	05/31/2018	08/31/2019
3.	Increase student achievement	1.	Provide internet access as described in this application devices	05/31/2018	08/31/2019
		2.	Provide equitable access to laptop devices	05/31/2018	08/31/2019
		3.	Monitor student achievement through various evaluation methods as described in this application and adjust as needed based on data collected.	05/31/2018	08/31/2019
4.	Support teacher expertise in technology integration into instruction	1.	Provide job-embedded on the spot professional development to support teacher technology integration expertise.	05/31/2018	08/31/2019
		2,	Provide professional development opportunities for teachers for technology integration in curriculum		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary model for evaluation will be the CIPP Model which includes both formative and summative evaluations. The CIPP model is a four stage process of context evaluation, input evaluation, process evaluation and product

Context Evaluation. Context evaluation includes planning decisions, such as determining goals and objectives, identifying needs, identifying the population to be served, and outlining the content.

Input Evaluation. Input evaluation focuses on resource and strategy decision making and intended outcomes.

Process Evaluation. Process evaluation occurs as the products are being developed and consists of reviewing the products and making decisions concerning changes or modifications that are needed.

Product Evaluation. Product evaluation consists of evaluating the final products: educational achievement of students, graduation rates, and post-secondary outcomes. Product evaluation will be assessed through collection of the following data:

- # and % of students who checked out a device as part of the technology lending program by grade level
- # and % of eligible economicaly disadvantaged students participating in the TLP (Techology Lending Program)
- # and % of eligible economicaly disadvantaged students who had internet access installed/provided in their residence as part of the TLP
- Ratio of technology devices to students needing devices on participating campuses
- # and names of software or web-based programs using digital instructional materials as part of the technology lending program
- Title of digital instructional materials used as part of the 2018-2019 TL grant on participating campuses
- # and % of teachers on participating campuses who leveraged digital instructional materials for students b/c of the TLP
- # and % of participating students demonstrating proficiency on the TEKS for their grade level at the beginning and end of the grant period
- # and % of participating students who showed an incrase in attendance during the 18-19 school year vs. 17-18 school year
- # and % of participating students who showed an increase in academic achievement in the 18-19 school year vs. 17-18 school year.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This technology lending grant compliments that work strongly supporting the college and career readiness focus of the district at both the Premont Early College Academy.Premont ISD has received substantial grant funding since 2014 with the TEA Educator Excellence funding that supported improved instruction P-12. That funding is ending this year and included little technology. The elementary campus received TTIPS funding that supported technology as well as multiple other critical success factors; however, technology access to lending hardware and MIFI internet access for students was not addressed in that primarily early childhood turnaround effort. Premont ISD has not been a previous recipient of Techology Lending funding, the potential infusion of this initiative to provide lending technology and critical internet access will clearly be another missing piece of the puzzle in Premont Early College Academy's turnaround.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 125905	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Review student performance In core subjects for evidence of improved student achievement	1.	Student benchmark grades in core subjects
		2.	Student report card grades in core subjects
		3.	Teacher observation data collected through teacher survey each semester
2.	Surveys regarding benefits of internet access on their students' achievement	1.	Parent surveys each semester
		2.	Student surveys each semester
		3.	Teacher surveys each semester
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously noted in the application, based on the CIPP model and the following measures, this TLP project evaluation will be assessed through collection of the following data:
and % of students who checked out a device as part of the technology lending program by grade level
and % of eligible economicaly disadvantaged students participating in the TLP
and % of eligible economically disadvantaged students who had internet access installed/provided in their residence as part of the TLP
Ratio of technology devices to students needing devices on participating campuses
and names of courses using digital instructional materials as part of the technology lending program
Title of digital instructional materials used as part of the 2018-2019 TL grant on participating campuses
and % of teachers on participating campuses who leveraged digital instructional materials for students b/c of the TLP
of online courses taken by participating students b/c of the 18-19 TL grant
and % of participating students demonstrating proficiency on the TEKS for their grade level at the beginning and end of the grant period
and % of participating students who showed an incrase in attendance during the 18-19 school year vs. 17-18 school year
and % of participating students who showed an increase in academic achievement in the 18-19 school year vs. 17-18 school year.

Schedule #16—Responses to Statutory Requirements

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 125905	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed plan for internet access for Premont Early College Academy is to purchase internet service likely through MIFI

multi-user devices. Thirty of these multi user devices are projected for purchase along with internet access.

In order to maximize the equitable distribution of the lending devices including both the hardware as well as the MIFI

devices, consideration will be given to the number of users per MIFI device. Logistics of the distribution of these devices

will be reviewed to maximize equitable access and maximum access if this technology lending initiative is funded.

Coordination across the campus will ensure that not more than one device is checked out per family since

each device can serve multiple students. All school devices will require internet access to gain entrance through the

district content filter thus even if MIFI devices are distributed to a particular student for a period of time, their peers

can come over to do homework and access the same device. Moreover, the mobility of the selected MIFI device will further

facilitate the internet access during bus transportation times for elementary students whether they are on a trip home or

to an extracurricular activity, thus increasing the amount of hours students can dedicate to their academic progress using

the technology that has been loaned and the mobile internet access.

Schedule #17—Responses to TEA Program Requirements

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 125905	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Premont ISD is already on a successful track with informal Early College High School efforts. Continued instructional efforts targeting rigorous curriculum have been underway for several years now through a best practices instructional strategies and instructional coaching model. Establishing a school climate with a collaborative climate of instruction is imperative. At Premont Early College Academy, the goal is that each staff member embraces responsibility for preparing every student for college success; teachers use a consistent set of instructional strategies proven to accelerate learning; students receive intensive and individualized supports to overcome academic barriers; students are coached to take full ownership of their learning over time; and staff collaboration extends beyond institutional borders. The goal is that every student seeking higher education of some kind and removing all barriers to that attainment through systemic student supports. The goal is that these early learners at Premont Early College Academy will indeed truly be digital natives in a 21st century world. By providing this lending technology, the technology and internet access will be in the hands of students most in need of these tools and resources.

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 125905	Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed plan for internet access is to purchase internet service likely through a MIFI multi-user devices provider. Thirty

of these multi-user devices are projected for purchase along with internet access. Potentially with multiple users allowed

per device siblings and neighbors could also access internet.

 Logistics of distribution will be resolved to maximize equitable access and maximum access upon receipt of this

potential funding.

Additionally, care will be taken to ensure that devices loaned are CIPA-compliant and that a web browser

that allows end used to access only school and teacher-approved URL's for instruction. In addition,

 any internet browser i.e. Chrome, Firefox, etc. can be used to allow full access to the internet.

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 125905	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Premont ISD already has the infrastructure in place with informal Early College High School efforts which positively impact the college and career culture of the Premont Early College Academy. Strong articulations between TAMUK and Coastal Bend College provides a PK3-16 continum for all Premont students. What is needed are continued instructional efforts targeting rigorous curriculum, along with supports such as increased learning time facilitated by this potential technology lending funding. The goal in Premont ISD is to allow students to simultaneously earn a high school diploma and one to two years of transferable college credit at low cost tuition rates – a win-win for all. However, access and equity are issues with some students having the technology and internet access and some not having that access. This initiative will support the curriculum and the structure already in place filling in the missing pieces thus helping students in grades PK-5 build capacity and prepare for College Readiness as measured by the state indicators such as STAAR and TPRI assessments and others as already noted in this application. In addition to implementation of critical success factor curriculum efforts already noted as well, assisting students in instructional strategies that help them adapt to college challenges such as reaching out for help from teachers, use campus resources such as science, math and writing centers/labs, and maintain just enough work hours not to overwhelm their studies to name a few aligns with promising practices in the research literature(Education Week, 2012). Establishing a school climate with a collaborative climate of instruction is evidenced at Premont ISD where the goal is that "each staff member embraces responsibility for preparing every student for college success; teachers use a consistent set of instructional strategies proven to accelerate learning; students receive intensive and individualized supports to overcome academic barriers; students are coached to take full ownership of their learning over time; and staff collaboration extends beyond institutional borders. This TLP will support those goals. The goal is that every student even at the elementary level from an early age reframes their thinking to me not IF I will go to college but WHERE I will attend college.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Subject Area/Grade Level Using Digital Content: The district has adopted digital content for Premont Early College Academy including all state adopted textbooks utilizing digital content. PECA also uses: istation, Learning A-Z, Starfall, Learning.com, and other web-based instructional tools. Other forms of access to digital content including internet research are desirable and would be facilitated by receipt of this grant funding. Access to netbooks/ipads and MIFI will offer maximum use of digital content.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

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TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandwidth and internet access in Premont ISD has been a priority. The network at Premont Early College Academy has been upgraded and is continuously upgrading to provide dependable and greater access to all students in this remote, rural district. Additionally, Premont ISD has a stable technology coordinator who is a community member in this rural district and is committed to ensuring that resources are maximized, maintained and utilized to their fullest capacity. When issues arise with equipment failures, the technology director will be available to assist. The district will provide technical support so that communication and technical support can be provided on an ongoing and timely basis. Additionally, the district technology coordinator will contribute in-kind technical support to ensure the success of the project.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 125905	Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Premont ISD Technology Director and campus principals will oversee coordination of these grants on an in-kind basis using non-grant funds. Likewise the loaning devices and multi-user MIFI's will be distributed through coordination of technology personnel on the campus in collaboration with technology director to ensure equitable access for students and ensure that multiple multi –user devices do not get checked out simultaneously to the same home. All technology will be barcoded and scanned upon checkout and electronically monitored for return upon designated time. The district technology coordinator will ensure that the technology in this initiative stays in proper working condition and maintenance issues are addressed expeditiously through follow-up warranty insurance claims as needed. Ongoing weekly and other checkpoint meetings will monitor the assignment and distribution of the equipment to ensure equitable access.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Premont ISD District Technology Plan and Acceptable Use Policy addresses accountability of equipment and will be updated as needed to address the unique residential internet access provided in this potential funding.

The proposed WIFI devices are provided free of charge when internet access is purchased; however, the district technology plan and acceptable use policy will be updated to address issues of loss/theft of the devices.

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